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ABSTRACT

The final report of the Center for Language Education and Research (CLEAR) lists the various computer searches that have been compiled from information in the CLEAR 655-item database, and categorizes the materials within the database on the basis of educational level, type of material (audiovisual, text, supplementary, workbook, curriculum), and content areas covered. The following observations about the database are made: (1) resources are needed in all uncommonly taught languages and in some of the commonly taught languages; (2) English-as-a-Second-Language (ESL) materials greatly outnumber other documents in the database; (3) the amount of material available for the secondary level is seriously lacking for any given language, except for ESL; (4) there is a balance in the types of print materials prepared for foreign languages in the elementary school, foreign language experience, and immersion programs; and (5) materials for language arts/second language development are much more plentiful than content-based materials for second language learning. (DJD)

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CLEAR Final Report on the Survey of Materials and Curricula in Second Language Education

Willetts

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Willetts

May 1989

The following database searches were updated and printed out for the final time and were submitted for inclusion into the ERIC/CLL system so that they will continue to be available. All searches consist of selected elementary and secondary materials in various languages and in language arts or content areas (health/science, social studies/history, math, music/art/physical education, vocational, and other (mixed) content areas). Two searches of Teacher Resource Materials were made available for ESL and FL educators. The total number of database entries is 655 annotations.

CHINESE LANGUAGE ARTS AND CONTENT AREAS	26 entries/ 10 pages
RESOURCES IN COMPUTER-ASSISTED INSTRUCTION	30 entries/ 10 pages
ESL TEACHER RESOURCES	81 entries/ 31 pages
ESL CONTENT AREAS	81 entries/ 36 pages
ESL LANGUAGE ARTS	45 entries/ 16 pages
FOREIGN LANGUAGE TEACHER RESOURCES	50 entries/ 18 pages
FRENCH CONTENT AREAS	58 entries/ 20 pages
FRENCH LANGUAGE ARTS	129 entries/45 pages
GERMAN CONTENT AREAS	25 entries/ 09 pages
GERMAN LANGUAGE ARTS	68 entries/ 23 pages
ITALIAN LANGUAGE ARTS AND CONTENT AREAS	26 entries/ 09 pages
SPANISH CONTENT AREAS	76 entries/ 29 pages
SPANISH LANGUAGE ARTS	118 entries/40 pages
NATIVE SPANISH LANGUAGE ARTS AND CONTENT	47 entries/ 18 pages
LESS COMMONLY TAUGHT LANGUAGES	65 entries/ 30 pages

The Less Commonly Taught Languages search included Arabic, Cambodian, Greek, Haitian Creole, Hebrew, Hmong, Indochinese, Japanese, Khmer, Korean, Lao, Latin, Pilipino, Russian, Ukrainian, and Vietnamese.

An analysis of the database entries for various educational levels indicate that the vast majority of materials collected were at the elementary level. Teacher resources seem to be sufficient, but more secondary level materials are needed.

elem/sec	49
elementary	309
secondary	82
teacher	150

Of the types of material annotated, there is a fairly even amount of curricula, supplementary, and textbook materials. More audiovisual and computer-assisted materials would be beneficial.

audiovisual	21	resource	95
computer-assisted	30	supplementary	134
curriculum	123	test	20
dictionary	6	text (& series)	104
program	32	workbook	35

As far as the content areas are concerned, no one area is outstanding, since

the "other" category includes areas such as driver's education as well as mixed materials (one book for both science and social studies, etc.). By far, the most materials found available were in language arts, a total of 327--more than all the content areas combined. For secondary students, business and commercial materials are needed for content-based instruction. All content areas could use additional materials at both elementary and secondary level.

business	1	math	21
culture	22	music/art/pe	18
health/sci.	34	other	115
vocational	13	soc.studies/hist.	49

The above patterns hold true for the majority of languages considered. For the various languages included in the database, a focus was specifically made on French, German, Spanish, Spanish for Native Speakers, and English as a Second Language for two reasons: a. for other CLEAR projects and for other information calls, these were the language materials most frequently requested, and b. another project in the Washington, DC area was focusing on Arabic, Chinese, Japanese, and Russian for a database, so CAL/CLEAR did not want to duplicate efforts. Nevertheless, from all reports and requests received, it can be concluded that materials in less commonly taught languages are needed critically for both elementary and secondary level programs.

The conclusions reached at the end of year 3 as a result of the database analysis are still valid at the end of the project. Based on the database survey, the following materials are most needed for innovative second language programs (i.e., FLES, FLEX, immersion, two-way bilingual, and content-based):

- materials for secondary level students
- non-print materials (computer-assisted, video, etc.)
- materials in all languages for all of the content areas
- materials in the less commonly taught languages

Continued efforts to document materials for second language programs is needed so that educators can continue to share information and so that efforts across the country will not be duplicated. Information analysis products which report on availability, trends, and needs would greatly assist administrators and educators in creating and enhancing their second language programs.

Karen

TASK 4.2

REPORT ON THE SURVEY OF MATERIALS AND CURRICULA IN SECOND LANGUAGE EDUCATION

Karen Willetts
Center for Applied Linguistics
May 1988

At the end of Year 3, the CLEAR database on materials and curricula for second language education has nearly 400 entries. Each entry contains a single book, a number of books from the same series, or the same book in various languages. Only materials which are available for distribution from some source (a publisher, a school district, ERIC) are listed. As a result, a number of locally developed resources were received but could not be included because the school could not make copies available and they were not accessible from a source like ERIC.

The survey does not attempt to cover all areas of second language education. For example, it does not include text series for language instruction in commonly taught languages at the secondary and post-secondary levels. Instead, it focuses on topics which have been identified as areas of concern by language educators, with particular reference to innovative programs such as bilingual immersion.

The following categories were targeted for exploration:
1. specialized materials for integrating foreign language and academic content at the elementary and secondary level;
2. immersion foreign language materials in the most commonly

taught (including French, Spanish, German) and in some of the less commonly taught (such as Chinese and Russian) languages;
3. mother-tongue materials for speakers of other languages, i.e., Spanish for Spanish speakers, especially for use in content area instruction;
4. FLES (foreign language in the elementary school) and FLEX (foreign language experience) materials for various languages in the elementary schools;
5. computer-assisted language learning materials (CALL) and content-based computer-assisted instructional materials (CAI);
6. assessment instruments and techniques for evaluating language proficiency and achievement at elementary and secondary levels;
7. professional reference materials for second language educators.

Recently, the contents of the database were analyzed (as of May 1988). Since the survey depends to a great extent on voluntary participation by educators and publishers/distributors, the database is neither an exhaustive listing nor a true random sample. Its contents reflect the current state of resources in second language education in particular areas (although many of the unpublished materials are not widely known). Certain observations can be made about relative availability of resources in different areas. The results of the database analysis are summarized below.

The major languages of the materials annotated are French,

German, Spanish, and English (ESL). The number of entries containing materials in each of these languages follows:

English	162
Spanish	121
French	120
German	57

Materials from the following languages are also included: Chinese, Pilipino, Cambodian, Laotian, Vietnamese, Latin, Hmong, Indochinese, Japanese, Khmer, Korean, Haitian Creole, Portuguese, Russian, Ukrainian, Greek, and Italian (see charts attached at the end of this report).

FINDING #1: More materials are needed in all uncommonly taught languages and even in some commonly taught languages such as German and Latin. Resources in English as a Second Language (ESL) are more numerous than those in other languages.

The grade <u>levels</u> of the materials surveyed covered elementary, secondary, K-12 (elementary/secondary), and professional reference books for teachers. About half of the materials were for elementary school students (a defined topic of the survey). About a fourth of the database entries contained teacher reference works. Less than a fourth of the materials were for secondary level (content-based instruction) or the combined elementary/secondary level. The ESL materials are the

only to have a nearly even amount for both elementary and secondary levels and for teacher reference. The number of entries by level, comparing ESL with the total for all languages, is:

	all languages	ESL
elementary/secondary	19	11
elementary	211	48
secondary	51	41
teacher reference	108	57

FINDING #2: The amount of materials available for the secondary level (with content-based or intensive focus) is seriously lacking for any given language, except for ESL (see attached chart where level is compiled by language).

Of the kinds of materials collected and annotated the number of occurrences for each are noted below:

supplementary	72	program	31
curricula	71	CAI	26
resources	62	audiovisual	15
texts	61	tests	11
workbooks	35	dictionaries	6

Since our survey does not focus on published basal textbooks and accompanying materials, such as workbooks and audiovisual aids, but rather on materials developed by school districts, the total

number of entries per type of material does not reflect the general pattern of published second language learning resources. Rather, it indicates what types of materials are available for FLES, FLEX, immersion, and content-based programs, both published and unpublished, with an emphasis on the latter. The "programs" annotated are descriptions written by educators of various types of second language programs. Within the computer-assisted instruction (CAI) category, only software for content areas in any language or for word processing/authoring in non-English languages were included. Little video is available thus far, but audio tapes which accompany books and workbooks are prevalent.

FINDING #3: There seems to be a balance in the types of print materials prepared, especially by school districts, for FLES, FLEX, immersion and content-based second language programs. However, there are relatively few computer and video resources available. In addition, more tests, especially in content subject areas, are needed for innovative foreign language education programs.

As far as the content areas of the materials collected and annotated are concerned, over half are in language arts/second language. This category includes materials for native speakers of a language (language arts), except English, and ones for second language learners (second language). Of the remaining

content areas, the category "other" represents about one fourth of the occurrences. This category includes materials in content areas not included by name (driver's education, sewing, etc.) or materials which cover more than one content area, such as one set of materials developed for both social studies and science combined. The remaining number of materials for various individual content areas is very low:

lang arts/sec lang	207	music/art/phys.ed.	13
other	91	math	12
soc studies/history	31	vocational	10
health/science	20	culture	6

FINDING #4: Materials for language arts/second language development are much more plentiful than content-based materials for second language learning.

In conclusion, based on the database survey, the following materials are currently most needed for innovative second language programs (i.e. FLES, FLEX, immersion, two-way bilingual immersion, and content-based):

- materials for secondary level students;
- materials in the less commonly taught and uncommonly taught languages;
- non-print materials (CAI, video, tapes) which are content-based;
- materials in all languages for all the content areas.

In addition to providing an overall picture of available resources in second language education, the database allows lists of materials to be compiled in particular areas. This service has been valuable for educators in search of help in setting up or enriching innovative programs. Tailored searches of the database can be performed (where a particular set of parameters are defined and entries fitting that description are identified). In addition, certain targeted searches have been done for general distribution and are regularly updated. The following searches for various languages and content areas were updated in March 1988 and are available upon request:

Language/Resource	No. entries/no. pages
Computer-assisted instruction (all languages combined)	25 entries/9 pp.
Chinese - Language Arts & Content	22 entries/9 pp.
ESL - Language Arts	35 entries/12 pp.
- Other	24 entries/10 pp.
- Soc. Stud/History	19 entries/ 9 pp.
- Health/Science	13 entries/ 6 pp.
- Vocational	10 entries/ 5 pp.
- Math	4 entries/ 2 pp.
French - Language Arts	90 entries/30 pp.
French - Content Areas	28 entries/10 pp.
German - Language Arts	42 entries/15 pp.
German - Content Areas	14 entries/10 pp.
Native Spanish - Language Arts & Content Areas	24 entries/10 pp.
Spanish - Language Arts	79 entries/28 pp.

Spanish - Content Areas	38 entries/16 pp.
Teacher Resources for ESL	49 entries/19 pp.
Teacher Resources for FL	33 entries/12 pp.

The availability of these 17 searches was announced at a number of language conferences, including Advocates for Language Learning (October 1987), and samples were on display at the ERIC booth at TESOL (March 1988), the Central States Conference on the Teaching of Foreign Languages (April 1988) and the National Association for Bilingual Education (April 1988). A notice announcing the availability of the complimentary searches was placed in the Spring 1988 FLESnews. To date well over 100 requests for these searches have been filled.

ATTACHMENT A

TALLIES OF DATABASE ENTRIES

Number of database entries by target language

TARGET ENGLISH (ESL)	Number of Occurrences
Chinese/English	3
Chinese/English, Pilipino/English	1
English	100
English/Asian	3
English/Cambodian	1
English/Cambodian/Lao/Vietnamese	2
English/Chinese	2
English/Filipino	1
English/Foreign Languages	6
English/French	1
English/French/German/Latin/Spanish	1
English/French/Spanish	2
English/Hmong	2
English/Indochinese	3
English/Japanese	1
English/Khmer/Lao/Spanish/Vietnamese	1
English/Korean/Vietnamese	1
English/Laotian	1
English/Native Chinese	1
English/Native Haitian Creole	2
English/Native Korean	1
English/Native Spanish	3
English/Pilipino	1
English/Portuguese/Spanish	1
English/Russian	1
English/Spanish	12
English/Spanish/Vietnamese	1
English/Ukrainian	2
English/Vietnamese	1
Spanish/English	4
	162

TARGET FRENCH	Number of Occurrences
English/French	1
English/French/German/Latin/Spanish	1
English/French/Spanish	2
French	64
French/German	5
French/German/Greek/Italian/Latin/Russian/Spanish	1
French/German/Italian/Japanese/Spanish/Russian	1
French/German/Latin/Spanish	2
French/German/Spanish	25
French/German/Spanish/Chinese/Japanese/Russian	1
French/Italian/Spanish	6
French/Native French	4
French/Spanish	6
Native French	1
	120

TARGET GERMAN	Number of Occurrences
English/French/German/Latin/Spanish	1
French/German	5
French/German/Greek/Italian/Latin/Russian/Spanish	1
French/German/Italian/Japanese/Spanish/Russian	1
French/German/Latin/Spanish	2
French/German/Spanish	25
French/German/Spanish/Chinese/Japanese/Russian	1
German	20
German/Spanish	1
	57

TARGET SPANISH	
English/French/German/Latin/Spanish	1
English/French/Spanish	2
English/Khmer/Lao/Spanish/Vietnamese	1
English/Native Spanish	3
English/Portuguese/Spanish	1
English/Spanish	12
English/Spanish/Vietnamese	1
French/German/Greek/Italian/Latin/Russian/Spanish	1
French/German/Italian/Japanese/Spanish/Russian	1
French/German/Latin/Spanish	2
French/German/Spanish	25
French/German/Spanish/Chinese/Japanese/Russian	1
French/Italian/Spanish	6
French/Spanish	6
German/Spanish	1
Native Spanish	6
Native Spanish/Spanish	17
Portuguese/Spanish	1
Spanish	29
Spanish/English	4
	121

Number of database entries by educational level

Total for all languages:

LEVEL	Number of Occurrences
college	1
elem/sec	19
elementary	211
secondary	51
Teacher	108

Level by language:

french

LEVEL	Number of Occurrences
elem/sec	5
elementary	94
secondary	3
teacher	16

tally level from main where target contains spanish

LEVEL	Number of Occurrences
elem/sec	7
elementary	95
secondary	9
teacher	15

tally level from main where target contains german

LEVEL	Number of Occurrences
elem/sec	4
elementary	40
teacher	12

tally level from main where target contains english

LEVEL	Number of Occurrences
college	1
elem/sec	11
elementary	48
secondary	41
Teacher	57

tally level from main where target contains native spanish

LEVEL	Number of Occurrences
elementary	30
teacher	3

tally level from main where target contains chinese

LEVEL	Number of Occurrences
elem/sec	1
elementary	15
secondary	6

tally level from main where target contains vietnamese

LEVEL	Number of Occurrences
elem/sec	1
secondary	6
teacher	1

Number of database entries by content area

Total for all languages:

AREA	Number of Occurrences
culture	6
health/science	20
lang arts/2nd lang	207
math	12
music/art/pe	13
other	91
soc studies/history	31
vocational	10

Language by content area:

Language	Content Area	Number of Occurrences
French	culture	4
	health/science	2
	lang arts/2nd lang	90
	math	0
	music/art/phys ed	7
	soc studies/history	4
	vocational	0
	other	11
German	culture	2
	health/science	0
	lang arts/2nd lang	42
	math	1
	music/art/phys ed	0
	soc studies/history	0
	vocational	0
	other	9
Spanish	culture	3
	health/science	6
	lang arts/2nd lang	74
	math	5
	music/art/phys ed	3
	soc studies/history	9
	vocational	1
	other	15

Number of database entries by type of material

MATERIAL	Number of Occurrences
audiovisual	15
CAI	26
curriculum	71
dictionary	6
program	31
resource	62
supplementary	72
test	11
text	61
workbook	35